

University's Involvement in Bridging Language and Cultural
Gaps among Immigrants

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Publication Date: July 31, 2023

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Abstract

Language and cultural support for immigrant workers is needed in Taiwan due to the increasing foreign employment in recent years. Adopting the concept of university social responsibility, educating immigrants in language and cultural learning encourages university members to solve societal problems, and to help the community meet the needs of the changing society. In this study, activities for empowering immigrants' learning abilities were implemented as a **Corporate Social Responsibility (CSR)** approach by a university in northern Taiwan. To analyze the implementation process and participants' responses to the approach, observations and teaching records were analyzed. Several themes were summarized, including "Volunteer training," "Managing activities," "Integration of pedagogy," and "Inter-institutional relationships." Immigrant participants also reacted positively toward the learning opportunity based on CRS criteria and teaching evaluation.

Keywords: University Social Responsibility, Corporate Social Responsibility, Immigrant, Language Learning, Service Learning, Community Engagement

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Introduction

University social responsibility has become increasingly prominent within the realm of higher education. Universities are now seeking ways to address the needs of their communities and actively involve their members in resolving societal challenges (Thanasi-Boçe & Kurtishi-Kastrati, 2021). It is essential to note that the notion of social responsibility goes beyond mere acts of charity or voluntary endeavors. Instead, it encompasses more comprehensive approaches that aim to tackle societal issues (Bokhari, 2017). As universities strive to serve their communities effectively, they encourage their members to contribute their intellectual expertise in various domains to address social, economic, and environmental welfare matters (Ramos-Monge & Martí-Noguera, 2021).

In Taiwan, the immigrant population has been on the rise due to the demand for foreign nursing workers and laborers in recent times. As these new immigrants settle in the community, there is a pressing need for language support to facilitate their adaptation to their new environment. Recognizing the importance and interest in learning the local language among the immigrant community, it becomes crucial to offer opportunities for language and cultural learning (Lin, 2010; Wang, 2011). In response to this societal need, universities have taken on a problem-solving approach by engaging in social responsibility and actively involving themselves in assisting immigrants with language and cultural education.

When immigrants relocate to a new country, they often encounter difficulties in adapting, particularly when it comes to acquiring a new language. Mastering the local language becomes a significant challenge for these newcomers as they strive to communicate effectively within their new community (Pena et al., 2018). While governments and welfare agencies do offer resources to support new residents, many of these resources may not be easily accessible to immigrants (Nam, 2011). In this context, community support plays a crucial role in enhancing a sense of belonging for immigrants, which, in turn, profoundly impacts various aspects of their behavioral, social, cognitive, and psychological adjustment to their new home and culture (Revens et al., 2021; Salami et al., 2019).

Fu Jen Catholic University in northern Taiwan recognized the pressing needs of immigrant communities and took the initiative to provide long-term support by offering Mandarin and cultural learning programs. This endeavor aimed to help new immigrants adapt to their new working and living environment in Taiwan. To effectively lead such efforts, the university understood the importance of playing a societal legitimating role, which involved collaborating with diverse communities and promoting the dissemination and exchange of knowledge through partnerships and reciprocity (Snellman, 2015).

Through this engagement, university members had the opportunity to contribute their expertise and knowledge, expanding the resources available to shape a more improved and beneficial society for the community and its surroundings (Ahmad, 2012). In alignment with this approach, Fu Jen Catholic University joined forces with the non-profit social welfare organization, Rerum Novarum Center, to establish a language

and cultural learning program tailored to the needs of immigrants. The center is dedicated to advocating for the rights of immigrant workers and offering services to address the significant social and legal requirements of foreign workers in the Northern Taipei area (Wikipedia, n.d.).

This study explores the university engagement process in facilitating language and cultural learning among immigrants, facilitated in collaboration with the Rerum Novarum Center. The research revolves around two key questions guiding the case study:

1. How did the university view and undertake the responsibility of promoting immigrant language and cultural learning as an obligation and social responsibility?
2. What were the responses and reactions of the participants towards this particular approach?

Literature Review

Societal needs arising from the growing influx of immigrants

Over the past few decades, Taiwan has experienced significant demographic shifts, particularly in the workforce. The country's population of immigrants has reached 811,396 (National Immigration Agency, 2022a), leading to notable changes in the societal structure. As more foreign laborers integrate into Taiwanese society, there is an increasing focus on facilitating their adaptation to the new culture and environment. Language proficiency is often lacking among immigrants, making education and guidance essential for their successful integration (Lin, 2010; Wang, 2011). Local language support is required for foreign workers to navigate their new

surroundings and communicate effectively (Kobayashi, 2014). Additionally, they need access to information, resources, and skills necessary for their work and daily life (Kobayashi, 2014).

To address the needs of the immigrant community in Taiwan, the National Immigration Agency has implemented special programs and services aimed at facilitating their integration into society (National Immigration Agency, 2022b; Yuniarto, 2019). Non-profit organizations and social welfare agencies also play a crucial role by providing support and seeking resources and volunteers to help these minority groups overcome challenges (Taipei City Government, 2022). Welfare societies like the Hope Workers' Center and Rerum Novarum Center network with affiliates and recruit volunteers to support immigrant workers from various countries, such as Thailand, Indonesia, and Vietnam.

Despite their efforts, many of these organizations face challenges, including insufficient resources, manpower, and budget (National Development Council, 2013; Yuniarto, 2019). Strengthening collaboration with universities can be vital for these non-profit organizations to empower immigrants with the necessary skills and knowledge for living and working in Taiwan.

Universities, recognizing the evolving needs of society, constantly redefine their roles and engagement in social responsibility to align with the community's current context (Tauginienè, 2022). Fu Jen Catholic University, for instance, encourages its members to cultivate leadership skills in solving societal issues through integrated service activities (FJCU SDG, 2021). Among its Sustainable Development Goals (SDGs) is

the commitment to provide lifelong learning opportunities for residents, including immigrants and indigenous people (FJCU SDG, 2021). This goal fosters collaboration with welfare societies that serve the needs of immigrant communities.

Universities consider social responsibility an essential aspect of their development, prompting them to adopt practical approaches to legitimize and manage their social responsibility initiatives within their teaching, learning, and training activities (Ali et al., 2021). By serving immigrant minority groups, university members also develop critical consciousness to empower immigrants in their job roles (Heath & Waymer, 2021). University community engagement in promoting social responsibility is seen as a catalyst for constructive societal change (Heath & Waymer, 2021). However, further research is needed to understand the involvement process and optimize the benefits and sustainability of such initiatives.

Strengthening language capabilities and social opportunities

To foster equal living opportunities for the immigrant community, it is crucial to empower immigrants with language proficiency. This necessitates a long-term commitment from institutions to support minority ethnic groups. Ahmad (2012) proposed that universities adopt the concept of corporate social responsibility (CSR) to address the current societal demands. When applied within a university context, CSR facilitates the creation of a reciprocal and sustainable living environment, promoting respect for human rights, fair treatment of the workforce, and consideration for customers (Antonaras et al., 2018).

For this study, Mombeuil and Fotiadis's (2017) CSR framework was employed to

analyze the implementation of CSR activities and assess immigrants' perceptions and trust in a university's CSR initiatives. By aligning shared values and agreed standards between the university and its stakeholders, CSR aims to empower both institutional members and the serviced community with essential capabilities. The university manages CSR plans and activities, encouraging its members to provide services to the community for local and global sustainable development (Ahmad, 2012; Vasilescu et al., 2021).

The CSR framework strengthens the relationship between the university and the community, signifying a specific commitment to enhance the institution's role in society (Ismail & Shujaat, 2019; Goldbach et al., 2022). In the context of empowering immigrant communities, CSR activities integrate language learning with social opportunities to enhance immigrants' communication skills and expand their networks for accessing information and knowledge, as proposed by Balyasnikova & Gillard (2021) and Sunata & Özdemir (2021). Effective CSR management significantly influences the institution's image and has a positive impact on society and stakeholders across various domains (Ahmad, 2012). Focusing on CSR activities can help build trusted relationships and foster positive attitudes among the serviced community, as suggested by Mombeuil and Fotiadis (2017).

To assess the CSR approach in diverse settings, a comprehensive analysis of various engagement aspects is necessary. Mombeuil and Fotiadis (2017) put forth a CSR framework that considers members' responses to CSR activities from different perspectives, including "perceptions" (e.g., importance, helpfulness, and meaningfulness), "trust" (e.g., reliance on expertise, long-term support, and

engagement), “quality” (service personnel, management, and activity monitoring), and “satisfaction” (positive feelings, fulfillment, and achievement). By using this CSR framework, the study extends community outreach efforts and provides justification for CSR activities.

Approach

The case study research design involved repeated observations of CSR activities aimed at teaching immigrants throughout an academic year, considering the dynamic nature of people's lives and activities. This approach allowed the study to focus on the implementation processes and participants' responses. To gain an insightful understanding and in-depth details of individual thoughts about their experiences, a qualitative approach was adopted, requiring frequent observation and contact with participants, as suggested by Patrick et al. (2021). Additionally, service reflective journals maintained by volunteers and responses gathered from community activities served as valuable resources for collecting data.

To obtain an overall assessment of the approach, a quantitative component was included through a questionnaire. The questionnaire items were translated into different languages to accommodate immigrants from various countries, enabling them to respond according to their preferences. The questionnaire covered various aspects, including how the participants reacted to the volunteers' teaching approach, their impressions of the learning content, and their views on different categories, including perceptions (6 items), trust (6 items), service quality (8 items), and customer satisfaction (6 items). These questionnaire items were evaluated among 3 experts in CSR areas for face-validity.

Fu Jen Catholic University has been engaging immigrants in Mandarin and cultural learning since 2012 through a long-term University Social Responsibility project. Data for this study were collected from class and activity documents spanning the academic year of 2022, totaling 61 class documents over 31 weeks. Due to the Covid-19 pandemic, face-to-face activities were replaced with online learning via Google Meet, and all activities were recorded.

Throughout the project's implementation, the CSR teams developed guidelines for organizing the CSR activity team, providing volunteer mentoring training, planning outreach programs, and collaborating with organizations. The primary goal was to assist foreign workers in improving their Mandarin language skills for learning and working purposes. The tasks assigned to volunteers included Mandarin teaching, volunteer training, and integrating pedagogical approaches into professional courses. The study's subjects comprised 71 immigrants and 30 volunteers who actively participated in weekly CSR activities held every Sunday morning from 9:00 to 12:00 during the academic year from Fall 2021 to June 2022. The immigrants were from Vietnam (55), Indonesia (10), and the Philippines (6), while the volunteers were recruited from students and faculty members at Fu Jen Catholic University. The CSR activities encompassed language teaching at various levels (beginner, intermediate, advanced, and proficient reading), cultural and festival events (e.g., Chinese New Year, Dragon Boat Festival, and Christmas celebrations), social gatherings (birthday events), and field trips. All CSR activities were documented on Facebook social media, including class briefings, course videos, and social interactions.

Summary of findings

A condensed overview of research findings of the case study is illustrated in Figure 1. The CSR activities aimed to engage university members in planning and serving the immigrant society. Multiple themes were engaged in, namely "Volunteer training," "Managing activities," "Integration of pedagogy," and "Inter-institutional relationships." These themes reflect the focus on helping immigrants achieve various levels of language proficiency. The involvement of volunteers and guidance from experts contributed experiential knowledge, enabling volunteers to better cope with potential challenges they might encounter while teaching the immigrant community.

A culturally responsive pedagogical approach was integrated into university courses to enhance immigrants' understanding and cultural awareness. The assessment of the CSR activities included feedback from immigrant participants, which was gathered through both qualitative and quantitative assessments. The feedback was categorized into "Perception," "Trust," "Quality," and "Satisfaction." These categories provided valuable insights into the effectiveness and impact of the CSR initiatives on the immigrant community.

Volunteer training

To engage with immigrants, every volunteer had to undergo a minimum of 12 hours of pre-service training courses, aimed at equipping them with the necessary skills and knowledge to carry out CSR (Community Service and Responsibility) activities effectively. The training covered essential aspects such as service guidelines, team norms, and the Volunteer Service Law. Notably, seasoned professionals from the Immigration Agency, Department of Social Welfare, and various organizations were

invited as guest speakers to share their expertise and practical experiences in working with and serving immigrants.

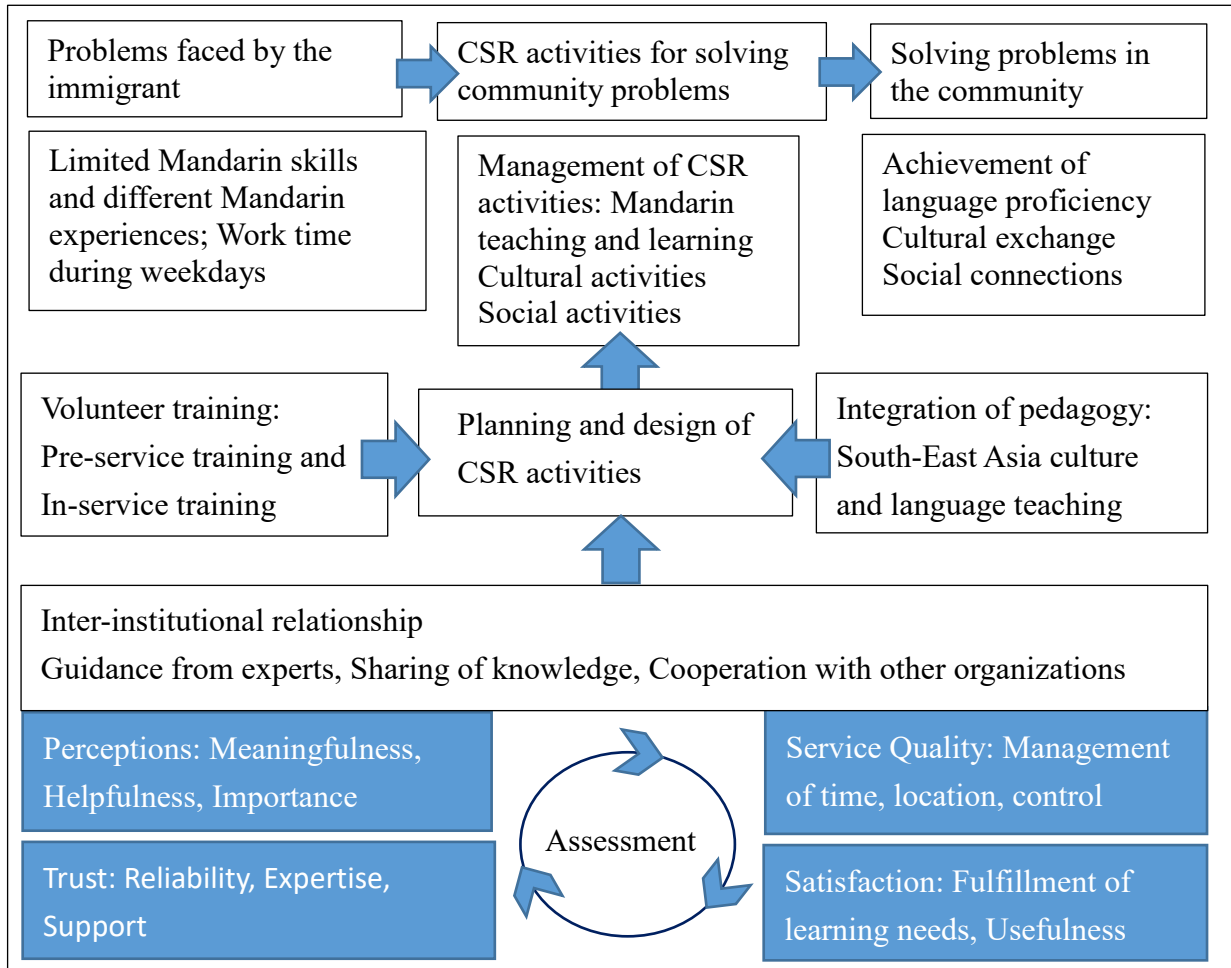


Figure 1. Summarized themes in the study

Before being officially recognized as volunteers, any new member joining the team had to complete a novitiate phase, participating in four CSR activities.

Furthermore, the volunteers were offered ongoing in-service training opportunities on a weekly basis. Each semester, workshops were organized with invited speakers who addressed diverse topics, including "The Notion of Service Learning," "Adopting an Immigrant's Perspective," "Reflections from Volunteer Services," "Challenges Faced by Immigrant Mothers in Taiwan," and "Overseas Huayu (Mandarin) Teaching."

These classes aimed to provide shared experiences from social service workers, empowering the volunteers with effective problem-solving skills to address obstacles in immigrants' learning process. For instance, one volunteer highlighted the issue of some immigrants using Pinyin instead of writing Chinese sentences, prompting the team to pay closer attention to this matter.

Managing activities

To inform the immigrants of their learning tasks, the course syllabus was provided at the beginning of each semester. Immigrants participated in different classes based on The Mandarin language program catered to immigrants of different proficiency levels. For beginners, the focus was on Chinese pronunciation, Pinyin, and speech tones. Immigrants practiced short sentences, and one-on-one corrections were provided to enhance fluency. Intermediate learners focused on character writing, live conversations, and sentence structures to reinforce their language skills. Advanced learners engaged in reading and writing short articles to help them pass the basic levels (Band A: Level 1 and Level 2) of the Test of Chinese as a Foreign Language (TOCFL). Proficient readers tackled 1,000-word articles for class discussions and essay writing, with the goal of passing the advanced levels of TOCFL (Band B: Level 3 and Level 4).

Alongside language lessons, social activities like field trips, games, Chinese song singing competitions, and monthly birthday celebrations fostered a sense of community among the members. However, the CSR activities faced an unexpected challenge when the Covid-19 pandemic hit, shifting the classes to online platforms like Google Meet. The CSR Team utilized Facebook as a virtual social network to

connect with the members and manage learning materials, course information, and important updates.

To ensure effective management, volunteers kept teaching journals and reflected on their interactions with the immigrant learners after each weekly CSR activity.

Feedback from the immigrants guided the volunteers in refining their teaching strategies. For instance, one volunteer noted the importance of not interrupting the lecturer during class sessions when trying to assist students, leading to an agreement to postpone the "help time" until after the lesson.

The CSR Team held regular meetings on Tuesdays for group reviews and Thursdays for training and preparation for upcoming teaching units. Emphasis was placed on practicing and rehearsing the class activities, with an acknowledgment that managing class time efficiently would provide more time for practice and learning.

Integration of pedagogy

To better support immigrant communities, the CSR team members recognized the need for additional knowledge related to immigration policies, diverse cultures, and effective methods of teaching Mandarin as a foreign language. To address this, the university introduced formal courses specifically tailored for students interested in pursuing careers dedicated to assisting immigrants in Taiwan. These courses aimed to provide in-depth insights into immigrant cultures and societies, fostering a responsive pedagogy.

The university implemented project-based learning within these courses to offer

students firsthand experiences of the diverse cultures, religions, and political issues prevalent in South East Asia. Additionally, module courses focused on training Mandarin teaching, equipping students with language teaching skills and expertise to become proficient Mandarin instructors. Practical experiences and lexical semantic analysis of Mandarin were incorporated to enable volunteers to effectively guide foreign immigrants in communication, socialization, and collaboration.

To promote an egalitarian society and an emic approach to teaching in CSR activities, the university integrated course modules for South East Asian language learning, including Indonesian Language and Vietnamese Conversation. By encouraging cross-cultural learning, students gained a deeper understanding of immigrants' mother languages, living patterns, value systems, and communication styles, ultimately enhancing their ability to empathize and cater to the specific needs of the immigrant groups they served.

Inter-institutional relationship

Engaging the CSR activities, the university initially focused on the contributions as an organization made to the immigrant community, then gradually covered a wider spectrum of issues ranging from knowledge development, CSR management, and responsive pedagogy to bring sustainable value to the support of a minority. To achieve the ideal of equality and to maximize the benefits of CSR activities, the CSR team extended communication and connectivity with external experts and organizations to bring more positive force. In the CSR project, the inter-institutional relationship with social welfare organizations, such as Rerum Novarum Center, contributed to reaching a wider range of immigrant communities. Experienced professionals from the Immigration Agency, Department of Social Welfare, and

organizations supported the CSR activity by sharing their expertise and experiences in problem-solving cases. Frequent connections with external sources also helped the CSR team members to keep up with the change in government policies and issues pertinent to immigrant residents' rights. There were positive comments about the CSR project by the member of the cooperative institution to support the effort:

"It was very important to empower the immigrants with the capability of Mandarin learning. The engagement of volunteers enlightens the core value of the university. Students' commitment to the immigrant groups demonstrated their development of social responsibility."

"Immigrants were unable to get formal learning and training opportunities due to the time constraint. The Mandarin and cultural activities provided the immigrants with a perfect opportunity for learning and meeting their peers during the weekends. They got the chance to build relationships with the communities."

Perceptions

The immigrants expressed their gratitude for the university's initiative in providing them with a valuable opportunity for free Mandarin learning and engaging in cultural and social activities. For many of them, online learning was a new and unfamiliar experience, but they embraced the challenge and learned the necessary skills to adapt to online courses. Here are some of the immigrants' responses:

"Despite my busy schedule as a caregiver, I was determined to continue learning."

"The opportunity to learn Mandarin was incredibly valuable and inspiring for me."

"Online courses were challenging for most immigrants, but we learned new skills to navigate and communicate effectively in the virtual learning environment."

Based on the overall responses gathered through survey CSR questionnaires, participant immigrants reacted positively to various aspects of "Perception," including perceived objectives, motivation, meaningfulness, helpfulness, importance, and interest. The mean response for "Perception" was 4.26 (SD = 0.57), indicating a generally favorable and appreciative attitude towards the learning opportunities provided by the university (Table 1).

Trust

Participating in the CSR activities enabled the immigrants to gradually develop their language skills in reading, writing, and speaking Mandarin. As their learning progressed, the immigrants formed strong bonds with volunteer mentors based on trust. They were motivated to advance their language proficiency within the learning community and actively engaged in experiential learning. Corporate partners provided examples of the positive impact of the program:

"Many immigrants introduced their friends from their home countries to join the Mandarin learning activities."

"Word-of-mouth referrals were common among immigrants, bringing in new participants."

"The immigrants placed their trust in the volunteer team. Through their experiences, they gained confidence to explore Taiwanese society, communicate with locals, and actively participate in local activities, embracing Taiwanese culture and society."

To assess the overall impact and lasting engagement of the university's support for CSR activities, a set of six questionnaire items measured the immigrants' reliance on the program. The results showed a significant improvement in Mandarin learning,

with the mean response for "Trust" reaching 4.46 (SD = 0.42) (Table 1), indicating a high level of trust and long-lasting engagement within the learning community.

Quality

To ensure effective management of CSR activities, the volunteer team took responsibility for self-monitoring and self-reviewing the class activities. They also actively sought feedback from the immigrants to better understand and address their learning needs. Some of the feedback received from the immigrants included:

"I would appreciate having the learning materials available for download before the class."

"More opportunities for practicing writing sentences would be beneficial."

To maintain teaching quality, the learning materials were carefully selected to cover practical issues relevant to the immigrants' daily lives, such as transportation, shopping, dining, and news. The outbreak of the Covid-19 pandemic posed challenges, as the university had to close its physical facilities. In response, the CSR team adapted to the situation by shifting to distance learning and utilizing online video conferencing tools for Mandarin lessons. The immigrants quickly adapted to this new format and learned to participate in online classes. The CSR team closely monitored and interacted with the immigrants during the online sessions.

To evaluate the overall quality of CSR activities, eight questionnaire items were employed to assess various aspects, including time management, sequencing of activities, effective utilization of manpower, and teaching efficacy. The results showed a high level of satisfaction with the quality of the program, with the mean response for

"Quality" reaching 4.48 (SD = 0.42) (Table 1). This indicated a strong positive assessment of the program's management and teaching effectiveness.

Satisfaction

To foster active engagement among immigrants in CSR activities, volunteer students employed diverse teaching approaches, including dialog practice, drills, hand-writing exercises, and draw-and-tell activities. By acquiring the necessary skills and knowledge, the immigrants became more adept at interacting with Taiwanese society, which further motivated them to explore new learning opportunities.

The immigrants expressed their appreciation for the opportunity to learn Mandarin and highlighted the effectiveness of various teaching methods. They found that in addition to traditional classroom instruction, cultural activities and field trips provided valuable contexts for learning Mandarin necessary for daily life and social interactions. As a result, they experienced significant progress in their Mandarin proficiency and were better equipped to overcome challenges they encountered in their daily lives.

To assess overall satisfaction, six questionnaire items were used to gauge the respondents' positive feelings about fulfillment and achievement within the program. The results demonstrated a high level of satisfaction, with a mean response for "Satisfaction" reaching 4.42 (SD = 0.45) (Table 1). This indicated that the immigrants felt fulfilled and accomplished in their language learning journey through CSR activities.

Table 1 CSR assessment among the elderly and immigrant communities

Facet	Item	Mean	SD
Perception	1. Perceived purposes	4.42	0.73
	2. Perceived motivation	4.22	0.79
	3. Perceived meaningfulness	4.16	0.68
	4. Perceived helpfulness	4.24	0.82
	5. Perceived importance	4.18	0.77
	6. Perceived interest	4.34	0.85
	Mean	4.26	0.57
Trust	7. Guidance in skills and knowledge	4.36	0.60
	8. Well plan for engaging in learning	4.36	0.80
	9. Agreement on ideas and concepts conveyed	4.55	0.61
	10. Reliable support and help	4.54	0.61
	11. Teaching expertise	4.62	0.60
	12. Recommendable to others	4.32	0.71
	Mean	4.46	0.42
Quality	13. Convent timing	4.42	0.76
	14. Convent location	4.48	0.71
	15. Rich learning contents	4.38	0.64
	16. Well-control in a learning activity	4.48	0.71
	17. Organized learning events	4.56	0.73
	18. Well-trained personnel	4.56	0.67
	19. Efficient manpower	4.60	0.57
	20. Fulfillment of personal needs	4.38	0.78

	Mean	4.48	0.42
Satisfaction	21. Enjoyment of participation	4.44	0.58
	22. Learning practical skills	4.34	0.75
	23. Personal engagement in learning	4.47	0.71
	24. Successful implementation	4.44	0.54
	25. Wonderful experience	4.44	0.73
	26. Anticipation for the next events	4.46	0.76
	Mean	4.42	0.45

The course evaluation at the end of the academic year revealed positive responses from immigrants across various criteria Table 2. These positive responses indicate that the immigrants found the instructional content interesting and engaging, appreciated the teaching skills of the instructors, enjoyed positive interactions with teachers and peers, and were enthusiastic about participating in various social and cultural activities, such as speaking competitions, trip visits, and festivals. Overall, the immigrants expressed high satisfaction with the course and its various components.

Table 2. Course evaluation

Criteria	Mean	SD
Interest in instructional content	4.67	0.58
Teaching engagement	4.79	0.44
Teaching skills	4.46	0.75
Teacher/student interaction	4.48	0.68
Interaction among peers	4.44	0.82

Social activity	4.76	0.46
Speaking competition	4.60	0.55
Trip visit	4.73	0.52
Festival and culture	4.68	0.53

Discussion

The study aimed to promote social equality by educating immigrants in learning Mandarin, as it offers solutions to their isolation from Taiwanese society and facilitates their integration into life and work in Taiwan. Limited language proficiency often leads to unsuccessful experiences, social and cultural isolation, and negative feelings among immigrants (Nam, 2011). To address these challenges, the university CSR team recruited volunteer students to provide Mandarin learning opportunities for immigrants. The study analyzed the implementation of CSR activities and how immigrants responded to this approach.

Supporting immigrants' integration, learning, and social interactions fostered mutual understanding and a sense of belonging within the immigrant community (Stenberg & Airas, 2021). As observed, the CSR activities provided interactive learning opportunities that benefited both immigrants and university members. Immigrants appreciated the learning opportunity, while volunteer students developed a sense of responsibility toward the immigrant society.

Engagement in CSR volunteering activities encouraged CSR team members to develop new skills for problem-solving. This aligns with existing literature,

suggesting that volunteering offers valuable expertise and enhances skills necessary for professional development (Dempsey-Brench & Shantz, 2021). Pre- and in-service training opportunities reinforced teaching skills and adapted teaching practices to meet immigrants' needs. Amidst a changing societal context, higher education faces challenges in adapting pedagogy to diverse learning spaces and public needs (Coelho & Menezes, 2021; Sitnikov et al., 2017). In this study, the university adopted a responsive pedagogical approach to promote ethnic understanding and social equality. New courses were integrated into the curriculum to underscore social commitment and justice.

Through planning and implementing CSR activities, volunteer students honed problem-solving skills and nurtured social responsibility. This responsibility involved rethinking and implementing innovative responses to contemporary challenges (Martínez-Valdivia et al., 2020). Engaging in such actions helps students develop skills essential for contributing to society. Collaborating with immigrant non-profit organizations enabled the CSR services to reach more immigrants in need of support.

The university's leadership and expertise in Mandarin teaching facilitated reciprocal relationships with the community and partner institutions. Innovative CSR initiatives contributed to leadership development within the university and the community (Thottoli, 2021). It is essential for a university to base its CSR initiatives on a carefully devised plan that aligns with the university's mission and fulfills the expectations of the local community (Antonaras et al. (2018).

The CSR assessment and course evaluation in the study revealed highly positive

feedback from immigrants across all categories. They developed a strong affinity for learning Mandarin and even encouraged their friends to participate as well. However, this surge in interest also led to an increased demand for support, prompting the CSR team to establish more connections and recruit additional volunteers to meet the growing needs. The overall outcome is that the university's CSR activities, guided by a well-structured plan, successfully align with its mission and fulfill the expectations of the community. The focus on supporting immigrant education not only fosters a culture of compliance but also cultivates greater ethnic understanding among all members of society.

Conclusion

This research employed a case study approach to analyze the implementation of a university's CSR activities within the immigrant community. Responses from immigrants were also assessed to analyze their reactions to the service approach. The study identified several themes for the implementation of CSR activities, including "Volunteer training," "Managing activities," "Integration of pedagogy," and "Inter-institutional relationships." The assessment of immigrant responses indicated positive reactions across all categories, and the course evaluation further affirmed the success of the approach in empowering immigrants' Mandarin and cultural learning capabilities.

However, a notable limitation of this study is its reliance on observations from a specific case, which may limit the generalizability of the findings. Additionally, the Covid-19 pandemic might have negatively affected physical interactions among community members, possibly influencing the results. To strengthen the evidence of

related factors' impact, future research is encouraged to provide more supportive data and insights. Overall, the study highlights the positive outcomes of the university's CSR activities in supporting and empowering immigrants' learning and cultural integration.

Acknowledgement

We very much appreciate the research funding support from Fu Jen Catholic, Taiwan (FJCU-110-A0110190; FJCU-110-A-110193).

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